

Safe Passages To Schools

A Proven Model to Reduce Violence



CVIPI
Community Based Violence Intervention
and Prevention Initiative

OJJDP Office of Juvenile Justice
and Delinquency Prevention

NIJ National Institute
of Justice
STRENGTHEN SCIENCE. ADVANCE JUSTICE.

Office for Victims of Crime
OVC



BJA
Bureau of Justice Assistance
U.S. Department of Justice

Safe Passages to Schools: A Proven Model To Reduce Violence

LSC

- **James Stark**, Senior Program Officer, (moderator)



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Safe Passages to Schools: A Proven Model To Reduce Violence

Panel Agenda:

- What is the Safe Passages Model
 - History of Safe Passages Model
- Variations of the Safe Passages Model
 - Safe Passage Efforts in LA and DC



Safe Passages to Schools: A Proven Model To Reduce Violence

What is Safe Passage?

“Provides students safe routes to and from school by placing highly visible community members along these routes to monitor and assist with students’ safe travel.”

Study of the Chicago Safe Passage Program - [National Center for Injury Prevention and Control, Division of Violence Prevention](#)

“...before the beginning of school and after dismissal in communities experiencing high violence or high crime”.

Urban Peace Institute – [Best & Promising Practices to Address Violence and Personal Safety in Safe Routes to Schools Programs](#)



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History of the Safe Passages Program

- 1970's in Denmark – Safe Routes to School – rooted in concern for the safety of children walking and bicycling to school (European Union Target, 2005).
- Similar iterations piloted in the Bronx and Florida in 1997 and Federally funded by the National Highway Traffic Safety Administration since 2000.
- 1990's in Philadelphia, PA – Safe Corridors as part of DOJ “Weed and Seed” grant - parent-volunteer crime reduction activity was designed to take place before school and after dismissal.



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Variations of Safe Passages Program Model

Professional or Para-Professional Safe Passage Model

- Often administered by school district (or community partner) hiring professional and/or trained community members expected to intervene in potentially violent incidents.

Volunteer Safe Passage Model

- Similar to a “neighborhood watch”, a community-based partners, schools, and business in pre-determined areas of high-traffic monitor and report potentially unsafe incidents to law enforcement or school security personnel. Training is rare and they are discouraged from direct intervention.



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Variations of Safe Passages Program Model

Collaborative Model

- City-led and community-based agencies with residents in communities experiencing high levels of crime plan and implement a multi-faceted approach to ensure student safety to and from schools. This may include connecting with students during school hours, formal communication protocols between schools and engaging with CVI agencies to reduce potential violence and retaliatory violence.



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Variations of Safe Passages Program Model

School-Based Transformation Model

- Similar to the collaborative model, community partners, schools and residents (including students) work together to address school culture and the environment. Efforts include understanding on-campus and community dynamics that fuel violence in and around the school and support to students and families most likely to be a victim or perpetrator of violence.





Urban Peace Institute creates community safety and dismantles harmful systems to transform justice and ensure freedom from violence.

- Urban Peace Academy
- Safe and Healthy Communities: Place-based Initiatives
- Training & Technical Assistance
- Smart Justice/Criminal Justice Reform





Community Violence Intervention

- UPI works to build a community-based safety infrastructure through support for frontline violence intervention agencies.
- Through capacity-building efforts, UPI supports agencies to provide non-punitive, community-based services to achieve safety.
- To reshape the understanding of comprehensive public safety, UPI strengthens community safety through training, development, and advocacy.





Community Violence Intervention

Core Strategies

- Coalition building and development
- Community violence intervention training and support
- Implementation of effective community-based violence prevention and intervention strategies.





Safe Passage & School Safety

Infrastructure – What needs to be in place?

- Who Needs to be at the Table
 - Community leaders;
 - professionally trained intervention/outreach;
 - public sector partners (i.e. LE, school admin, etc.)
- How to Get Them There
 - Common mission; community buy-in
 - Sustained funding support
 - Protocols Development, Expectations & Accountability
- Interface with broader Violence Reduction Strategy
 - City; County; Intervention workers, etc.





Safe Passage & School Safety

Challenges/Things to be aware of:

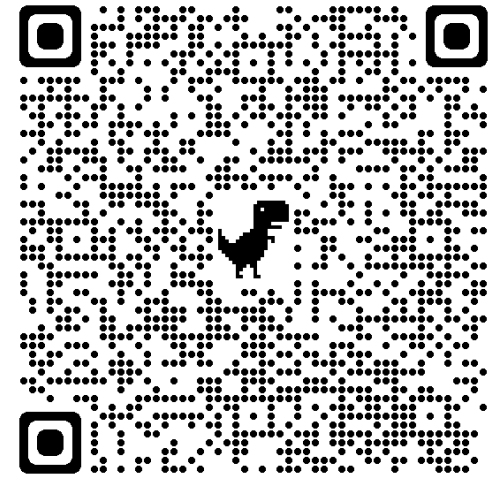
- Accessing school leadership (buy-in)
- Sustained Funding (school, city, county, private, etc.)
- Training – no template, usually create as you go
- Community buy-in & recruitment – sometimes unaware
- Support of stakeholders – law enforcement, business, CBOs, faith-based, etc.
- Lack of summer/recess programming





Best & Promising Practices
to Address Violence and
Personal Safety in Safe
Routes to Schools
Programs

- Claudia Bracho, cbracho@urbanpeaceinstitute.org
- Ben “Taco” Owens, bowens@urbanpeaceinstitute.org





Alliance of Concerned Men

- Over the past three decades, the Alliance of Concerned Men (ACM) has helped to decrease crime in some of Washington, D.C.'s most dangerous and underserved neighborhoods.
- ACM has effectively fostered community trust and preemptively addressed local disputes, preventing them from escalating into violence.
- This proactive engagement has been instrumental in transforming neighborhood dynamics, promoting peace, and enhancing collective security.





Safe Passage Community Assessment

- Begin community engagement and relationship building (Always be an asset / helpful / professional)
- Connect with all Community based organizations currently providing services in the Community (Partner)
- Arrange listening sessions with Community stake holders (Patrons effected by the violence / parents of students / School leadership / Law enforcement)





Safe Passage & School Safety

- Identify school and/or schools for Safe Passage
- Identify resources for services
- Come into official partnership with educational institution (MOU, LOS, etc.)



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Safe Passage & School Safety

- Begin relationship building with the target population:
 - In and out of school
 - Lunch-time engagement tables
 - Hallway presence)
- Assess educational institution public safety needs and **Community** (Do they align?)





Safe Passage & School Safety

- Develop protocol (Scope of work)
- Interview candidates from that Community (Parent of students attending school) (Community hero's / shero's)
- Develop training plan for hired staff (Background checks)
- Implement Safe Passage program





Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

LOOKING INWARD

- Triggers and Soothers 60min.
- Strengths and Weaknesses 55min.
- Visible Identities 60min.
- Pieces of Identity 60min.
- Social Construct of Identity Groups 60min.





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Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

LOOKING OUTWARD

- Empathy 60min.
- Understanding Trust 60min.
- Rule for Fair Fighting 60min.
- Exploring Perspectives 60min.



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Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

TRANSFORMING CONFLICT

- Active Listening 60min.
- Cycle of Violence 70min.
- Creative Problem-Solving 60min.
- Difficult Conversations 60min.



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Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

RESTORATIVE JUSTICE

- Self Compassion Pause 45-60min.
- Peace Circle 90min.
- Up-Side, Down-Side (Forgiveness) 55-60min.
- Forgiveness Maze 60min.
- Appreciate Inquiry 60min.



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The goal for our **Communities** is self-sustainability. We hire from our **Community**, teach, mentor, and are accountable to the **Community**. They will be the change they would like to see. That is what right looks like.

Contact information:

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@allianceofconcernedmen **Instagram**

@ACM_DC **X**

@allianceofconcernedmen **Facebook**



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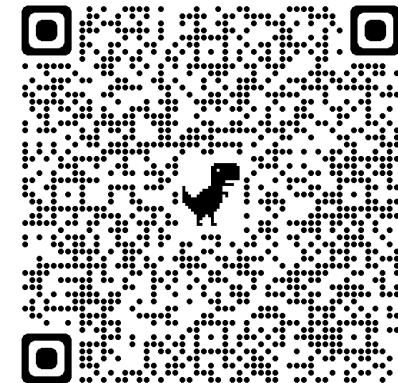
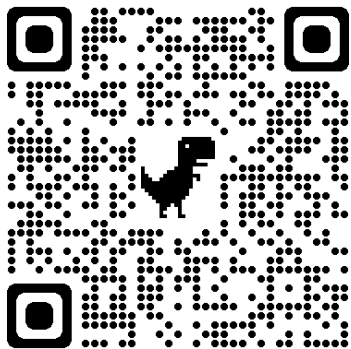
National CVIPI
Website

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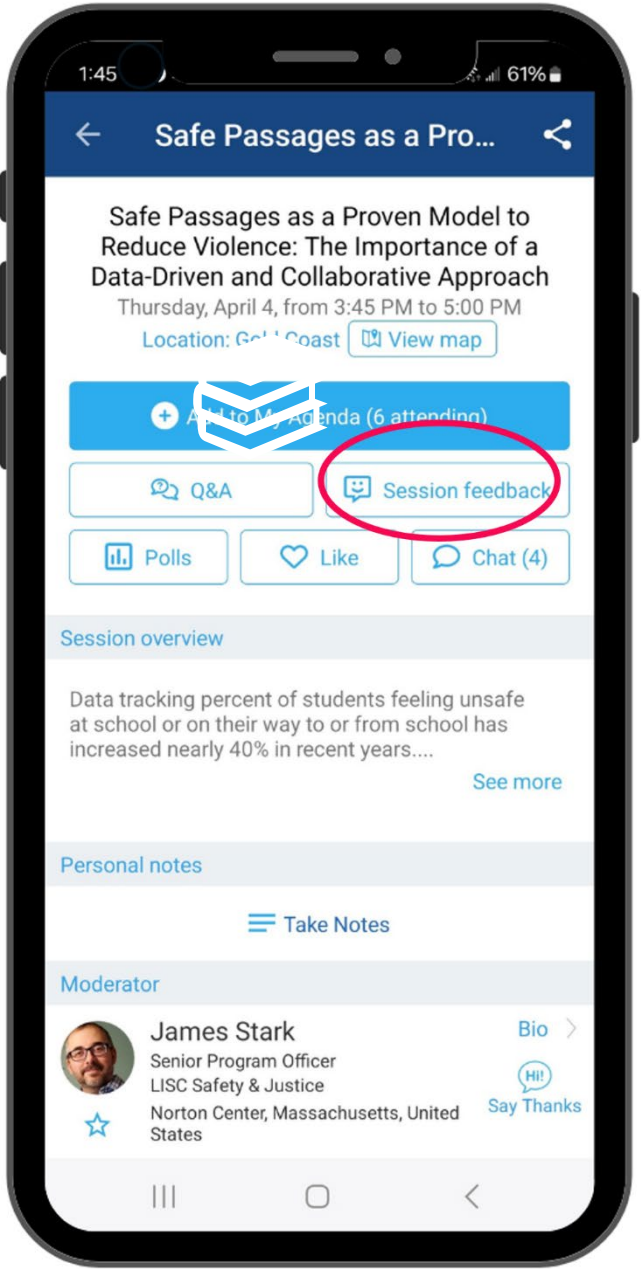
Introduction to Community-Based Violence Reduction Strategies for Schools

**HOW CAN SCHOOLS MAKE THEIR
COMMUNITIES SAFER?**

Schools are not immune to the impacts of community-based violence. Fortunately, there are several ways schools can support community-based violence interventions to make both school campuses and their surrounding communities safer places for all.



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